

## **Lesson Plan: WRITING POETRY ABOUT IRELAND'S SEASHORE AND OCEANS**

**Class:** 5<sup>th</sup> and 6<sup>th</sup> Class

**Subject:** English

**Strand:** Oral Language / Reading / Writing

**Strand Unit:** Receptiveness to language, Competence and confidence in using language, Developing cognitive abilities through language, Emotional and imaginative development through language

### **Aim / Learning Objective:**

Students will learn about the different types of poems using structures and formatting techniques.

As part of the lesson, students will read, listen and develop their understanding about a poem by expressing their reaction through discussion. The students will use their creative thought to write a poem about the seashore and Ireland's oceans.

\*This lesson plan can be used over a number of days due to all the activities and time restrictions.

### **Skills:**

Students will develop questioning skills as well as the following:

- Develop a receptiveness to language, reading, listening and understanding
- Writing, spelling, grammar, drafting, revising and editing
- Developing imagination, confidence in using oral language, and creative skills
- Use of dictionaries and thesauruses to extend and develop vocabulary and spelling

### **Materials:**

- A poem (or song) about the sea to read to your class, (optional, give copies of poem to students)
- Worksheets per student: Writing Poetry about Ireland's Seashore and Oceans, alternatively, write questions on board and students write the answers in their copy books- see worksheets 1 and 2 below
- Pictures/video clips showing Ireland's marine life that students can use for inspiration
- A list of marine related words that student's must use in their poem. The list can be created in advance by the teacher or with the student's participation (an opportunity to introduce them to mind maps)
- Dictionaries and Thesauruses for individual students, between pairs or groups
- Sample of poems with Key words missing

### **Activity:**

#### **1. Poetry Discussion:**

- Explain and discuss what poetry is with the class. Discuss the structures of different types of poems. Ask the students to find poems on the internet that have the following structures and have a marine theme. If internet/computers are unavailable, have some poetry books that students can view or a selection of different types of poems that they can identify the type:
  - Limerick poem: A five line humorous poem, with a strict rhythm pattern. The last words in lines 1,2 and 5 rhyme and lines 3 and 4 rhyme.
  - Rhyming poem: The last word of a line rhymes with the last word of another line. A Couplet Rhyme is a form of rhyming poetry where the last word of line 1 rhymes with the last word of line 2. A Triplet Rhyme is a form of rhyming poem where the last word in line 1 rhymes with the last word in line 3.
  - Alphabet poem: Each line begins with the letters of the alphabet in order.
  - Acrostic poem: The first letters of each line are aligned vertically to form a word. The word often is the subject of the poem. The most common type of acrostic is one that takes the name of the subject such as the name of an animal or a person's name. Each line describes the personality or appearance or something about the subject.
  - Haiku: A Japanese poem which is made up of 17 syllables spread over 3 lines: 5 syllables, 7

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syllables and 5 syllables. The lines don't have to rhyme and Haiku's are often to do with nature, the seasons, or the natural world.

- Homework option if no computers available at school: find a marine poem to match each poem type.

Explain and discuss the techniques used in writing poetry and ask the students to complete the exercises on the worksheet. Use samples of poems with the key words missing. Ask the students to fill in the words that could be used to complete the poems.

Alliteration poems use words in each sentence that begin with the same letter. They often use the same or similar sounds at the start of a word and are repeated throughout the sentence.

- Consonance techniques in poems use the repetition of similar words with similar sounds in lines of a poem – especially at the end of the words. The first letter doesn't have to be the same.
- Descriptive poems visually describe the scene or the situation in the poem itself. Each sentence contains as many adjectives or adverbs as possible (description and action words).
- Onomatopoeia is a word that sounds like the thing it describes, such as whoosh, clink, boom, splash, slap, squish etc.
- Personification is when things are given human qualities – often to create a sense of emotion. E.g. the ocean winds screamed in the storm.
- Emotive poems are often written about feelings and emotions. They can be funny, sad, frightening etc.
- A Quatrain poem or part of a poem contains four lines. These are written with different rhyming patterns, such as the first line rhymes with the third and the second rhymes with the last.
- A Sonnet poem consists of 14 lines with a fixed rhyme scheme. There are three main types of sonnet: Shakespearian – *abab cdcd efef gg* / Italian - *abbaabba cdecde* / Spenserian - *abab bcbc cdcd ee*
- A Jingle is a short poem which often uses catchy repetition and rhyming techniques. Music is often added and they are used on the television and radio advertisements.
- A Verse is the basic composition of any poem. A poem can contain one verse or several verses. Free verse allows the poet to write with no rules in. The poet can then establish how they want the lines to look, feel and sound!

### 2. Reading Poetry:

- Select a poem about the ocean and read it to the class. Give hand-outs of the poem or display the poem on the board. Ask students to spend 5-10 minutes re-reading the poem and answer the questions on the worksheet. Questions that can be used to discuss the poem include:
  - What was the poem about?
  - What type of poem is it?
  - What did you like about the poem or is there anything that you would change in the poem?
  - Does the poem remind you of your favorite place/person/experience?
  - What was your favorite word or line in the poem?
  - Were there any words in the poem that you had not heard before? What do the words mean?



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- What do you think the poet was thinking when writing the poem?
- What did the poem make you think about?
- Who is speaking in the poem? Is the speaker a person or an animal?
- Why do you think the poem is called \_\_\_\_\_?

### **3. Writing a Poem:**

- Discuss with the students ideas for writing a poem about the marine species in their Explorers Aquarium or other animals they may find on Ireland's seashores and oceans. Show students photos or video clips of Ireland's ocean, marine species and seashores. Ask students what they think about the images/video clips.
- Before writing a poem, ask the students to all agree on a list of their favorite marine related words. Ask the students to think about words that describe the marine animals, plants and ocean found to develop their vocabulary.
- Outline to the class what type of poem the students will each write.
- Students should draft the first version of their poem focusing on structure, style and extending their vocabulary. They shouldn't focus on handwriting, spelling or grammar for the first draft. Teachers should also write their own poem – remember to use the marine words. Once students have written the first draft of their poem, ask students to discuss their poem.
  - Did they like writing a poem?
  - What did they find hard about writing a poem?
  - Was it difficult to include the list of marine related words?Teachers should describe their own poem. If possible, give feedback to students individually. Get students to provide feedback on the teacher's poem.
- Students should revise their poem on the worksheet based on feedback from the class discussions. Students should pay more attention to grammar, spelling and punctuation when revising their poem. Get the students to use dictionaries and a thesaurus to develop their vocabulary. Once students are happy with their poem, they can copy it onto the worksheet (see below) for display in the classroom or in a class book. Students should also be encouraged to read their poem to the class, using facial expressions and tones of voice to give life to their writing and could also communicate their poems to the class through Mime or improvisational drama.



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### Background Information: Additional resources / Useful Links

- Literacy strategies including types of poems  
<http://www.busyteacherscave.com/strategies/literacy.html>
- Article by poet Ian McMillan on his early experiences reading poetry in primary school  
<http://www.guardian.co.uk/teacher-network/2012/oct/03/national-poetry-day-perfect-poetry-lesson>  
The magicboard website provides some great ideas for class exercises and background information about different types of poems.
- <http://homepage.eircom.net/~morrinj2/magicboard/>

### Underwater species and Habitats:

- Video footage of Ireland's underwater life by Victor Kutischev  
A selection of YouTube footage showing species and habitats of Irish waters:  
<http://www.underwater-ireland.com/>

### Video footage of the *RV Celtic Explorer*:

- Explorer a Deeper Understanding:  
[http://www.youtube.com/watch?v=033\\_7A35xls&feature=related](http://www.youtube.com/watch?v=033_7A35xls&feature=related)  
Marine scientists and crew of Ireland's Marine Institute flagship research vessel *RV Celtic Explorer* on a deepwater mission to film coldwater corals off the Atlantic coast of Ireland and investigate the plight of the Orange Roughy

### Examples of poems about the sea and marine life

Haiku poems about the Ocean

[http://www.haikupoemsandpoets.com/poems/ocean\\_haiku\\_poems](http://www.haikupoemsandpoets.com/poems/ocean_haiku_poems)

Fathom and League by Michael Collier (1991),

<http://ooi.washington.edu/rsn/jrd/poetry/fathomandleague.html>

Once by the Pacific by Robert Frost (1928),

<http://www.poemhunter.com/poem/once-by-the-pacific/>

The Beach by Kathleen Jamie,

[http://www.nationalpoetryday.co.uk/poem\\_details.html?pid=22](http://www.nationalpoetryday.co.uk/poem_details.html?pid=22)

The Ocean I know! by Sylvia Chidi (2006),

<http://www.poemhunter.com/poem/the-ocean-i-know/>

Turbulent the Sea by Matsuo Basho (1679, Haiku)

<http://ooi.washington.edu/rsn/jrd/poetry/turbulentsea.html>

Sea Mist (Irish and English) read by Dairena Ní Chinnéide

[http://www.youtube.com/watch?v=gSWVEt\\_X6ms](http://www.youtube.com/watch?v=gSWVEt_X6ms)



**1. Complete the following Poetry Activities**

- Write a paragraph about a time you spent at the beach. Describe where the beach is, what the weather was like, what you see, who you were with, did you have fun?

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- Re-write the paragraph and add as many descriptive and action words as possible.

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- Onomatopoeia is a word that sounds like the thing it describes. Write a list of words that sound like the things or actions of the sea and animals that live in or near the ocean. Next try and put some music to it. Sing it for your classmates!

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**2. Think about the poem that you heard in class and answer these questions:**

Student Name:
Title of the poem:
Name of the poet:
What type of poem is it?
What was the poem about?
What did you like about the poem or is there anything that you would change in the poem?
What was your favorite word or line in the poem?
Does the poem remind you of your favorite place/person/experience?
Were there any words in the poem that you had not heard before? What do these words mean?

**3. Write your own poem**

- Write the first draft of your poem. Don't worry about spelling or grammar at this stage – just get your ideas down first.
- Make a list of things to change in your poem and write a second draft. Check your spelling and use of grammar.
- Write the final version of your poem for display in your classroom using the poetry sheet
- Write your name and the title of your poem in the display banner. Pay close attention to grammar, spelling and handwriting for the final version of your poem. Decorate your poem with marine drawings or pictures for display in your classroom.

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